DOCUMENT RESUME

ED 273 936 CS 008 551

AUTHOR Poole, Gary; Poole, Scott
TITLE Using Notable Children's Literature and Questioning Techniques to Enhance Comprehension.
PUB DATE 28 Feb 86
NOTE 20p.; Paper presented at the Annual Meeting of the Colorado Language Arts Society/National Council of Teachers of English Regional Conference (Colorado Springs, CO, February 27-March 2, 1986).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Speeches/Conference Papers (150)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Books; *Childrens Literature; Content Area Reading; Critical Reading; Elementary Education; Literature Appreciation; *Readability; *Reading Comprehension; *Reading Instruction; Reading Materials; *Reading Skills; Silent Reading; Teaching Methods; Vocabulary Development
IDENTIFIERS Blooms Taxonomy

ABSTRACT

Intended for language arts teachers of the upper elementary grades, this guide suggests vocabulary and discussion questions for teaching novels. The questions are on an inferential level of interpretation, rather than literal, and address such topics as style, technique, and plot development. Novels for which questions are provided are: (1) "White Mountains" (John Christopher); (2) "A Day No Pigs Would Die" (Robert Newton Peck); and (3) "The 21 Balloons" (William Pene duBois). Also included is a list of children's books and their suggested readability level. (SRT)

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Cherry Creek Schools

USING NOTABLE CHILDREN'S LITERATURE AND QUESTIONING TECHNIQUES TO ENHANCE COMPREHENSION

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by

GARY POOLE
SCOTT POOLE

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Prepared for:
CLAS/NCTE Regional Convention
The Broadmoor
Colorado Springs, Colorado
February 28, 1986

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Homestead Elementary School
7451 South Homestead Parkway
Englewood, Colorado 80112
(303) 773-2858

Cherry Creek Schools
Dedicated to Excellence

These novel presentations are guided experiences much the same as developmental reading lessons in most basal series. Specifically, we build background for each chapter, introduce the new vocabulary (only those words they cannot decode using context), give a reason for reading, and assign the chapter to be read silently. Following silent reading, we discuss the chapter orally, or assign the students higher level comprehension questions to be answered on paper. Most often, these questions are designed using Bloom's Taxonomy, and are of an inferential rather than literal level of interpretation.

One of the concerns often expressed by teachers is, "When do we address the skills incorporated in the basal materials?" As we looked at the basal skills strand, we found that many of the skills were language/usage skills (grammar, sentence structure, research skills, etc.). We feel that these skills can be instructed during the language period, and do not have to consume valuable "reading" time. The Reading skill work, such as vocabulary development and decoding skills, appreciation of style, technique and plot development can be addressed very nicely with novels.

Given the motivation of a particular group, the possibilities are endless for interdisciplinary activities. Many research activities can be incorporated in most of the novels, such as tracing the track of a voyage, or studying the locale of a particular story. The Witch of Blackbird Pond or My Brother Sam is Dead go quite well with fifth grade studies of colonial America. The 21 Balloons is used quite nicely in conjunction with science units on air, measurement and motion. The Phantom Tollbooth and The Pushcart War are classics in language usage and appreciation of ethnic differences.

An exciting activity that we have started recently with our top readers is having them compose comprehension questions for novels using Bloom's. They read a novel at or below their independent reading level, and compose six to ten good comprehension questions per chapter. We provide them with a chart listing Bloom's verbs to assist with their work. These questions have proven to be a resource for teachers later using those novels.

This last idea helps to overcome one of the negatives of novel instruction--preparation time. If a teacher plans to teach a novel, there is the time commitment to read it, study the vocabulary, and compose comprehension questions. This is not a simple undertaking, as those of you who have done it well know. It is also sad to say that commercially-produced programs are usually inadequate, or do not apply to your particular situation (questions usually too hard or too easy).

Novels have become an integral part of our students' Reading program. It is exciting to have children ask for more books by Katherine Paterson after reading Bridge to Terebithia, or by Robert C. O'Brien after reading Mrs. Frisby and the Rats of NIMH (not the Hollywood version!). When we mention Caldecott or Newberry awards, quite often, the students can name two or three books that won each award. Books hold a place of honor in our school, library usage is up, and in this electronics age, students at Homestead School are tuned in to literature.

Island Of The Blue Dolphins	Scott O'Dell	4
Great Gilly Hopkins	Katherine Paterson	4
White Mountains	John Christopher	4
The Lion, Witch, and The Wardrobe	C.S. Lewis	4
The Black Stallion	Walter Farley	4
The T.V. Kid	Betsy Byars	4
My Brother Sam Is Dead	Joseph Lincoln Collier	5
Tuck Everlasting	Natelie Babbitt	5
A Walk In Wolf Wood	Mary Stewart	5
The Black Cauldron	Lloyd Alexander	5
A Bridge to Terebithia	Katherine Paterson	5
From The Mixed Up Files Of Mrs. Basil E. Fr	E.L. Konigsburg	5
Mrs. Frisby And The Rats Of NIMH	Robert C. O'Brien	5
Abel's Island	William Steig	5
A Day No Pigs Would Die	Robert Newton Peck	6
Witch Of Blackbird Pond	Elizabeth Speare	6
The Book Of Three	Lloyd Alexander	6
The 21 Balloons	William Pene DuBois	6
The Indian And The Cupboard	Lynn Reid Banks	6
Danny Champion Of the World	Roald Dahl	6
The Boy Who Could Make Himself Disappear	Kin Platt	6
The Master Puppeteer	Katherine Paterson	6
What Happened In Hamelin	Gloria Skurzinski	6

THE WHITE MOUNTAINS

CHAPTER 1 "CAPPING DAY"
Pages 1-3rd. paragraph on pg. 9

VOCABULARY

contemptuous	triumph	mantlepiece
circlet	ford (of the river)	
camomile	forge	enormity
milling	intricacy	contemplate
aggravated	parried	

1. Explain why it was such an honor to own a clock.
2. How many clocks were there in the village?
3. What things did the clockman do beside work on the clocks?
4. What was the father's greatest treasure and why?
5. Explain what the boy did with the treasure.
6. What kind of person do you think Henry Parker was? Use examples from the book.
7. Explain why Henry didn't keep pushing Will into the mud.
8. Who helped Will get his father's watch back?
9. Describe each boy that was introduced in this chapter.
10. Who is telling this story?

4th paragraph pg. 9-pg. 15 top.
VOCABULARY

inconsequential	vagrant	suspicion
notion	luxurious	
melancholy	lavish	adequate
speculation	carcass	distress
foreigner	dread	

1. Explain "Danger 6600 Volts".
2. Describe what Jack had done in the den before coming to find Will.
3. What did Will mean when he talked of doing "justice" to his mother's steak pie?
4. Explain what a "ready tongue" is and how it had caused Will problems.
5. Propose what a Vagrant might be in this novel?
6. What did a Vagrant do in this society?
7. Describe how a Vagrant acted after Capping.
8. Explain what the Black Age is.
9. Describe what Jack saw in the Great City.

Top of pg. 15-pg.19

VOCABULARY

luxuriant	hemisphere
fodder	burnished
tunic	tentacles

1. How many people were being "Capped"
2. Describe the Tripod.
3. Describe what the Tripod did when he took Jack.
4. When Jack returned what was different?
5. Tell what the Cap looked like.
6. What did the Capping mean to Jack?
7. Explain why Will asked Jack how he felt.
8. Propose why Jack isn't permitted to discuss the Capping.
9. Early in the chapter Jack raised some doubts about the idea of the Tripods, the Capping and the thing made by men; Now he is saying that was stupid talk. Propose why he changed his mind.
10. Propose what the Capping did to the person being Capped.
11. Do you think the Tripods have a right to Cap people? Explain your answer.

CHAPTER 2 'MY NAME IS OZYMANDIAS'
pgs. 20-1st paragraph on pg. 30

VOCABULARY

alliance	alternatives	omen
decisively	emperor	shied
amiable	burden	converse
brooding	proclaims	pretext
cairn		

1. Explain Will's mood after Jack's Capping and his reasons for his mood.
2. On pg. 21 Will was frightened about becoming like Jack. Explain why.
3. Describe what about the three Vagrants Will had been observing that seemed different.
4. Describe Ozymandias and the things he told Will when they first met on pages 23 & 24.
5. If Will's father saw the world in simple shades of black and white what was his outlook?
6. Explain the phrase "gave tongues cause to way".
7. Why was it such a concern to Will's father that Will was seen talking to a Vagrant.
8. Propose why Will, when he met the

Vagrant Ozymandias after school, went back and talked to him.

9. Ozymandias showed two different personalities. Describe each one and propose why he talks and acts one way to Will and another way when people are watching.

CHAPTER 2 "My Name is Ozymandias"
top of pg. 30-41

VOCABULARY

stealthily docile prohibition
envisage cylinder addled
archaic phrases hodgepodge
disjointedly paplexity
parchment

1. Explain the difference in Ozymandias when he and Will were first in the den.
2. Who had capped Ozymandias?
3. Explain the two stories about where the Tripods may have come from.
4. What did Ozymandias think the caps were for?
5. Explain Ozymandias' two reasons for someone becomming a Vagrant.
6. Explain where the free men were and how they avoided the Tripods.
7. Is Ozymandias a Vagrant?
8. How did Ozymandias get his Cap?
9. Why did Ozymandias come down from White Mountain?
10. Explain <u>in detail</u> how Ozymandias was going to help Jack get to the White Mountains.
11. Why did the Tripods keep men around?
12. Tell the things Will did in preparation to escape to the White Mountains.
13. If you were Will would you go?

CHAPTER 3 "The Road to the Sea"
pg. 42-bottom of pg. 48

VOCABULARY

sullen pinioning nuisance
sulking taciturn inperiously
keyed up

1. What two things made Will wait for more than a week to leave?
2. Explain the surprise Will had concerning Henry.
3. Explain why Will's Mother did not put Henry in another room.
4. When was Will going to leave?
5. Who had followed Will?
6. Explain Henry's reasons for following Will.
7. Explain Will's plan to rid himself of Henry.
8. If you were Will and Henry followed you, how would you feel?
9. Propose how Will might get away from Henry.

"The Road to the Sea"
bottom of pg. 48-57

VOCABULARY

ramshackle sluicing misgivings
savagely immensely acquiescence
hostility shunk inclination
foraged void scorched
pursuers

1. Describe Will's plan and Henry's plan for continuing on their journey on pg. 49. Tell which plan you would have chosen.
2. Explain how Henry had planned ahead so Will would not leave without him.
3. Who was chasing Will and Henry when Will was hurt?
4. Explain Will's injury.
5. If you had been Will, would you have blamed Henry for your injury? Explain why or why not.
6. Describe the HUT, inside and out.
7. Tell Will's thoughts when he thought Henry was gone.
8. Why had Henry taken the pack?
9. Propose why Will decided to tell Henry about Ozymandias.
10. Tell Will's feelings toward Henry now and when their journey started. How had they changed and why?

"Bean Pole" pgs. 58-66

VOCABULARY

alternately trawler capsized
sixpence urgency stanchion
shilling dinghy
bow and stern (of a boat)

1. Where were Will and Henry as the chapter began?
2. Explain what the Captain of the 'BLACK SWAN' was going to do with Will.

3. What was the name of the boat Will and Henry were looking for?
4. Explain how the captain of the 'BLACK SWAN' knew Will didn't live in that area.
5. How did Will recognize Captain Curtis?
6. Will stated that when the Captain of the 'BLACK SWAN' drug him from from the tavern it would do no good to call out or struggle; explain why.
7. Explain why it was essential that none of the crew members saw Will and Henry.
8. Describe how the Tripods were moving in the water.
9. Why were the sounds the Tripods made different?
10. Re-read the 3rd paragraph on page 66: "That was...scared"; Explain why Will was depressed and scared.

"Bean Pole" pgs. 66-75

VOCABULARY

keel (boat)	speculation	penetrate
moored	badgering	solemn
vigilance	envisaging	hideously
incomprehensible		ludicrous
predicament		

1. Why were the boys supposed to avoid contact with all of the people?
2. Explain why the lads that Captain Curtis brought over on his boat were capped and then became Vagrants.
3. What happened to Will and Henry after they got onto land?
4. Explain the strange thing the boy had on his face. Also explain why Will and Henry would think this was strange.
5. Where did they put Will and Henry?
6. Why were the boys being held?
7. Why did Will and Henry let the strange boy help them?
8. Would you have trusted the strange boy?
9. When Will explained about why they were going inland to Beanpole, was that an intelligent thing to do? Explain why or not.
10. What was the strangers name and why did they decide to call him Bean-pole?
11. Explain Beanpole's usefulness to Henry and Will.

"The City of the Ancients'
pgs. 76-84

VOCABULARY

mariners	crest (hill)	canter
continuously		gradient
parallel	clambering	massive
millstone		

1. Explain the reason Beanpole gave for the men rushing out of the tavern after Will and Henry.
2. Beanpole's aunt and uncle were frightened by him. Explain why in detail
3. What were some of the things Bean-pole had invented or tried to in-vent?
4. Explain why beanpole was uneasy about being capped.
5. Describe the eye-glass invention.
6. Explain the Shmand-Fair and it's purpose.
7. Think about the Shmand-Fair: two gleaming parallel lines, start the wheels rolling, lines of iron, fastened to massive planks; what modern invention do you think this might be? Explain you answer in a paragraph.
8. What was Beanpole's idea for the Shmand-Fair?
9. What things did the Tripods damage in Beanpole's country?
10. Explain some of the things Beanpol had done to help Will and Henry in the first part of this chapter.

"The City of the Ancients"
pgs. 84-92

VOCABULARY

remotely	awe	devastation
intact	discontent	
immense	complacent	
indistinguishable	sated	
ventured		

1. What had Henry and Will stopped and stared at and why did it astonish them?
2. Explain how a forest can invade a city.
3. Define the gray and white and yellow bones of buildings.
4. Predict what the "black stone" of the streets are.

5. Why were the boys so quiet in the great city when they first entered it?
6. Explain the rested oblong on page 86.
7. List the things the boys saw in the shops.
8. Describe the flask and propose what it was made of.
9. What things did the boys pick up in the shops to take with them?
10. Describe the shop, inside and outside, that filled Will with awe.
11. Propose why this shop filled him with such awe.
12. Why didn't Will want to call the other boys over to the shop?
13. Why had the boys stopped exploring the shops?
14. Propose why Will didn't want to go into the tunnel with Henry and Beanpole.

"The City of the Ancients"
pgs. 92-110

VOCABULARY

enthusiasm	cavern	meager
opposition	derived	reverberated
resentment	parapet	cathedal
Automatique	edifice	phantom
luminous	stupefied	

1. Tell what these things are:

   -The underground carriage pgs. 93-94
   -Wooden things ending in iron cylinders pg. 95
   -Large metal eggs-pgs. 95-96

2. What happened to the first iron egg?
3. Explain what Beanpole did with the second iron egg and why.
4. Describe the magnificent building.
5. Propose why the watch had suddenly started to run.
6. Describe the journey through the city after they came back up from the tunnel. This should be at least 1/2 page.
7. Explain what happened to Will after he got sick.
8. Propose what will happen next.

"The Castle of the Red Tower"
pgs. 111-124

VOCABULARY

allay	envisioned	retinue
largesse	delirium	incoheren
distorted	demur	Jousting
amiable	gallantry	docile
cosseting		

1. Explain Beanpole's plan, the boys would use if they were captured.
2. Who took charge of the boys?
3. Where did the Comtesse take the boys?
4. Describe the Chateau de la Tour Rouge.
5. What are esquires?
6. Explain how the Comtesse found out the boy's secret.
7. Explain why it was better for the boys to be under the care of the Comtesse rather than the villagers?
8. Explain Beanpole's plan of escape.
9. Will made several statements about the gallantry and spirit of the noble people on pgs. 120 and 121, but said the gallantry was wasted. Explain why it was wasted.
10. Describe Eloise.
11. Why did Eloise always wear a turbanlike cap?
12. What language did these people speak?

"The Castle of the Red Tower"
pgs. 124-139

VOCABULARY

stature	essence	futile
barbarian	proficient	insidious
crux		

1. Will said he was fairly small of stature, what does this mean?
2. Explain the tradition with girls and capping. Also explain the consequences if these traditions were not followed.
3. What disturbed Will the most when he found that Eloise was capped?
4. Why did Eloise think of Will as a barbarian?
5. Throughout this chapter the boys had to make some very difficult decisions. Each time Beanpole and Henry both agreed on the same side of the decision which was usually opposit of Will's side. After these decisions were made Will always felt bad. Explain why.
6. What did the Comtesse ask of Will

that really shocked him?
7. Explain the statement "sheep among sheep".
8. From pages 131-134 Will spoke of his frustration and indecision on whether to leave or stay at the castle. Tell at least 3 statements he made that would support his stay and 3 statements that would support his leaving.
9. When Will tossed the watch to Eloise and she missed it and it fell overboard, Will was not upset. Propose why it didn't bother him to lose this valuable article.
10. What decision had Will made at the end of the chapter and why did he decide this?
11. Predict what Will, will do?

"Flight and a Follower"
pgs. 159-2nd paragraph to 169

VOCABULARY

proprietor	melee	exodus
indolent	aquatic	piracy
stave	convalescence	
sacrosanct	reconnaissance	

1. Why would Beanpole be anxious for Will to remember if he was taken inside the Tripod or not?
2. Explain the top two sentences on pg. 163 "Eloise would...after tomorrow..." Propose what Will would have said next.
3. Explain what was strange about the second river on pg. 163. Propose why it was this way.
4. Explain the phrase Quatic Shmand-Fair.
5. If the travelers gave a village "a wide berth" what did they do?
6. After the boys raided the farmhouse on pg. 167, they felt guilty. Explain why they felt guilty and propose how you would feel. <u>Is theft ever justified?</u>
7. How did Will rationalize the theft of food? (pg. 168).
8. Explain what is meant by "...the rules of mine and thine were sacrosanct." on pg. 168
9. They had see the same Tripod or another one on one afternoon and then the next morning, should this concern them?

"Flight and a Follower"

pg. 169-177

VOCABULARY

terraces	provender	refuge
kindling	elation	immense
omnipotent	brow (of a hill)	

1. Explain how a field might be terraced and why it would be terraced.
2. Explain what was meant by "at any rate, they stayed the protests of our bellies to some extent." on pg. 171
3. Explain why the boys left the hut.
4. Why did Beanpole feel they must lose the Tripod?
5. Explain the plan to lose the Tripod.
6. On pg. 172 the statement was made "... the green ceiling was thick over our heads." Explain what this means.
7. Do the White Mountains exist? Explain.
8. What depressed the boys near the end of the chapter.
9. Propose why the Tripod was following the boys.
10. Propose how the Tripod was following the boys.
11. Explain the title of this chapter.

"We Fight a Battle"
pgs. 178-187

VOCABULARY

enshrouded	translucent
corrugations	monochrome
foraging	

1. Why would Will not have the stomac for fox hunts after this trip?
2. What was in Will's armpit?
3. Explain how the small button helpe the Tripod follow the boys.
4. Explain why Henry thought Will was one of them.
5. Restate Beanpole's explanation of how the button worked. (184)
6. Why hadn't Will felt the small button before?
7. Explain why Will volunteered to go back and be captured.
8. Explain what Beanpole proposed to do to Will to remove the small button.
9. Propose why Will would allow Beanpole to remove the button.

"We Fight a Battle"
pgs. 187-198

VOCABULARY

excruciating	dispassionate
tinge	warbling
ululation	systematically

1. Describe the removal of the button.
2. Describe the button.
3. Research to find out what Cricket is.
4. Why did the Tripod speed up after the button was removed.
5. Explain when the boys had heard the hunting call of the Tripods before, and propose how they felt as they heard it.
6. Describe what the Tripod was doing to find the boys.
7. What did Beanpole propose to use to fight the Tripod?
8. In a paragraph of at least 70 words the battle with the Tripod.
9. Tell the outcome of the Battle.

"The White Mountains"
pgs. 197-206

VOCABULARY

irrationally	fatigue	exquisite
enormity	impregnable	
diffused	crevice	immobility

1. Explain why Beanpole would be concerned about the Tripod telling others.
2. Propose how the boys felt about destroying the Tripod.
3. Did the Tripod have a chance to send a message? Explain your answer.
4. Describe how the tripods searched the valley.
5. Restate the 2 ideas Henry had about what they could do to try and get away from the Tripods.
6. Explain where they finally decided to hide and how they were going to hide.
7. How long did Beanpole propose to hide? How long do you think they will have to hide?
8. Describe in a paragraph of at least 60 words what Will saw and felt as he hid.

"The White Mountains"
pgs. 206-214

VOCABULARY

intensity	crevice	wretchedness
indication	festered	stoical
mirage	dominion	

1. How long did the boys have to wait under the rock?
2. How many Tripods did the boys feel there were?
3. Describe the time in the valley as the boys waited under the rock?
4. Explain what it meant that Will's arm had festered.
5. Explain what happened when the boy saw the two Tripods after they left th valley and propose why they acted as they did.
6. Did the boys reach the White Mountains?
7. What two luxuries did the boys have in the White Mountains that they didn' have before?
8. Read the last two sentences of the book and propose if you think this wil happen.
9. In a 1/2 to 1 page essay tell how you feel about the way the novel ende Did you like it, dislike it and why.

Questions by

Scott Poole

A DAY NO PIGS WOULD DIE

by

ROBERT NEWTON PECK

QUESTIONS COMPOSED BY

GARY POOLE AND SCOTT POOLE

CHAPTER 1:

1. Discuss the use of colloquial language: "...made sport of them," "...tying into him," "...sorry him good," etc.
2. Assemble some information on the Shakers. Select those items about this religion that you feel are unique.
3. Explain what you feel was happening with the cow.
4. If you had been in Rob's place, how would you have reacted to the situation with the cow?
5. Why wasn't the boy going to run away?
6. Discuss the graphic language contained in this chapter, and whether it is realistic (i.e., Page 10).

CHAPTER 2:

1. Compare Rob's actions in this novel with those in the Soup books (both written by Robert Newton Peck).
2. Explain how the lilac water can smell "right restful."
3. Find out what a goiter is and what effect it would have had on Apron.
4. Rob said, "My eyes filled up with crying..." What did he mean by that?
5. What is succotash?
6. Reread and analyze Papa's remarks about Robert's schooling. Why do you think he chose these examples?
7. Explain Robert's statement, "...but when you kill pigs for a living, you can't always smell like Sunday morning. You just smell like hard work."

CHAPTER 3:

1. Discuss Rob's statement on Page 2 that begins, "Well, you be friends with Mr. Tanner..." and his father's reply. Explain whether you think this is accurate.
2. Explain the phrase "clean as clergy."
3. What did Mr. Tanner give Robert, and why? Why was it so special?
4. Why didn't Haven want to accept the gift, and how was he finally convinced to keep it?
5. The reason that Rob's father gave for not keeping the cows and pigs together was interesting, but was it scientifically accurate? Use the Media resources to check the validity of his explanation.
6. What is a mattock?
7. Reread Haven's explanation for taking the milk from the cow on the camping trip. Do you feel this is in keeping with his other beliefs? Why or why not?

CHAPTER 4:

1. Rob said his dad walked around the barn a yoke of times. How many do you think that is?
2. Illustrate Mr. Peck's invention for moving the corncrib for the pig. Use the information on Pages 31 and 32 to help you.
3. Is Haven Peck a stupid man because he can't read or write? Cite examples from the story to support your opinion.
4. Which Shaker laws did Robert not agree with, and why?
5. Explain how Rob was confused over the roles of Ethan Allen and Abner Doubleday.
6. They spoke in the book of Calvin Coolidge being President. When did this story take place?
7. Why couldn't Haven Peck vote? Explain why you think this is or isn't fair.
8. Reread Haven's reasoning as to why he is rich and the rest of the world poor. Analyze this statement to determine whether you agree or not.
9. What was Haven Peck's mission in life?

CHAPTER 5:

1. Describe Rob's relationship with Pinky.
2. Describe the flutterwheel.
3. Rob said that "...Papa wasn't one to smile every year, but he sure did then." What did he mean by this?
4. Restate Papa's plan for getting more frog legs. What did Rob do after hearing this?
5. Find and copy ten words or phrases that are new to you or used in an unusual way. Tell something about each one's meaning, and what we would say instead.
6. Describe a typical day in Rob's life. Could you enjoy spending a day like this? Why or why not?

CHAPTER 6:

1. Explain how animals or other creatures smile and how we know.
2. How was Rob confused about "cousins twice moved"?
3. What was Rob's big mistake of the day, and perhaps the year?
4. Discuss Rob's meanings for the words tutor and remedy. What are the real meanings?
5. What are the vapors?
6. What did Rob think was going to happen to him with Aunt Matty in the parlour?
7. Restate Rob's thoughts about the sentence diagram. Why do you think he felt that way?
8. Why was Aunt Matty going to teach the pig?

CHAPTER 7:

1. "The sky's a good place to look," he said. "And I got a notion it's a good place to go." Analyze this statement as to what you feel he is trying to say.
2. Find two similes or metaphors in the part of the book you have read so far. Copy them and explain their meaning.
3. In an essay of one to one and one-half pages, describe Rob's thoughts and activities during the day.

CHAPTER 8:

(In our opinion, we have not been able to find suitable discussion questions for this chapter. It deals very tastefully with the subject of illegitimate children. We suggest that you deal with this chapter as you see fit accoerding to the needs of your group.)

CHAPTER 9:

1. What were Rob's two experiences with Mrs. Bascom?
2. What made Rob's heart jump when he was at Mrs. Bascom's?
3. Who was Soloman named after and why?
4. Why did Rob think his father was "funning" him about Ruland?
5. Why did Mr. Tanner want Rob along?
6. At the end of the chapter, Rob talked to Pinky about Ruland. What do you think he told her?

CHAPTER 10:

1. In your own words, explain the following: geegaw, squirrel away, to make short of.
2. Analyze Rob's thoughts about Mr. Tanner having two of everything. Why did the thought "manners" come into his mind?
3. Restate Rob's thoughts about the restroom.
4. What was running through Rob's mind as he was showing Bob and Bib?
5. Predict how Rob will react to the blue ribbon.

CHAPTER 11:

1. Explain your understanding of the following: Benjamin Tanner will stand without hitching; and That's meet and right.
2. Explain why people "weasel" a dog.
3. Describe the weaseling.
4. Explain Rob's reaction to the weaseling.
5. Explain Haven's reaction to the weaseling.
6. Analyze and state your understanding of the following statement: "Hussy...you got a lot more spunk in you than a lot of us menfolk have brains."
7. Describe your thoughts on weaseling.
8. (This is an ideal place to discuss realism in fiction. The descriptions are quite graphic.)

CHAPTER 12:

1. Define the term barren as it is used in this story.
2. "Rob, it ain't a fair world." Cite two examples from the story to support this statement.
3. Explain the smoking of the trees, the mix, and what had gone wrong.
4. What was meant by the statement, "I wouldn't wish that on a dead cat."
5. Reread the dialogue exchanged by Rob and his father in front of the fire. Describe Rob's reaction and your reaction.
6. Reread and analyze the last paragraph on Page 15: "I sat watching... to die alone." What is meant by this?

CHAPTER 13:

1. Explain in your own words what Pinky's problem is.
2. Why did Mr. Tanner stop Rob from entering the pen?
2. Restate in your own words the discussion between Rob and Mr. Tanner about Haven.

CHAPTER 14:

1. In a paragraph, discuss the reasons for Haven Peck's deteriorating health. This can be based on information in the text and/or from your experience.
2. In one page, discuss the task facing Rob and Haven. Include in your essay the reasons for doing this and the mixed feelings they had about it.
3. Describe your feelings after reading this chapter.
4. Create a conversation between Rob and yourself in which he tells you about what happened to Pinky and you try to make him feel better.

CHAPTER 15:

1. Reread and analyze the third paragraph on Page 131. ("Papa. I said...you just rest.") Why did he say this?
2. Could you have gone ahead and done your chores? Why did Rob?
23. Discuss how Rob reacted under pressure.
4. Analyze and discuss how Rob felt about the death of his father.
5. Which death affected your more--Haven or Pinky? Explain.
6. Explain the title of the book.

THE 21 BALLOONS

William Pene duBois

Introduction (pp. 3-9): Read aloud, or have a student read aloud and discuss conveyance. Discuss balloon travel.

Chapter I (pp. 9-18): "Professor Sherman's Incredible Loyalty"

1. What was Professor Sherman's voyage on August 15 supposed to accomplish? What did it actually accomplish? Why?
2. Why did Professor Sherman not share his story with his rescuers?
3. Why were the ship's captain, doctor and cook hurt and disappointed by the Professor's decision as to who to tell his story to?
4. Find the approximate location of the ship. See page 12. (Use large world map.)
5. Evaluate Captain Simon's actions on selling his log and the Professor's location to the newspapers.
6. Describe the communications between the San Francisco Tribune and the New York Tribune over Professor Sherman.
7. What was the mayor's approach?
8. How was the President's reply different from the others so far when the Professor said "No."? Why?
9. Explain the people's interest in Professor Sherman's adventures.

Chapter II (pp. 19-31): A Hero's Welcome is Prepared"

1. Why didn't Professor Sherman fly to San Francisco from New York?
2. Illustrate what Corinthian columns would look like. (p. 19)
3. Describe with some detail San Francisco's reaction to Professor Sherman's homecoming.
4. Explain how the boy with the balloons' brother almost came into disaster.
5. Describe the funniest incident to occur from the Mayor's plan. Why did it occur?
6. The Directors of the Tomes Aeronautical Studios were involved in some brainstorming after discovering they were left out of the parade planning. Describe their original idea, and then the final product. Also discuss why the idea was changed.
7. How did a young boy spark interest in the Professor's homecoming when it was lagging.
8. If you have lived in San Francisco at this time, would you have chosen to attend the homecoming celebration and parade? Why or why not?

Chapter III (pp. 35-45): "Description of the Globe"

1. Describe in general terms the Professor's return. What is your reaction to this?
2. Why did the applause bother the Professor?
3. How did the Professor's trip not turn out as he had planned? How do you suppose he felt about this?

4. Why do you suppose he wanted to be alone?
5. How was the Professor's balloon unique?
6. Why didn't the Professor want to use sand as ballast?
7. Describe some of the ideas the Professor had for saving weight and having all the supplies he needed.
8. Why weren't people more interested when he left San Francisco?

Chapter IV (pp. 47-60): "The Unwelcome Passenger"

1. It seems as if there are many superstitions about luckiness. For example, the Professor was concerned about feeding the gulls, as it was considered by mariners to be good luck. Describe another superstition that you know of and your theory as how it came to be.
2. Describe the Professor's garbage problem and how he solved it and another problem at the same time.
3. Describe in chronological order the events of Day 7 of the voyage.
4. Obviously, this story is fiction and fantasy. In a short essay, discuss what events you feel could be realistic in the story and those which are totally unrealistic and why.
5. Find out some facts and information about Krakatoa. Describe where you looked and what you found out in a couple of paragraphs.

Chapter V (pp. 61-75): "A New Citizen of Krakatoa"

1. What was so surprising about the man who greeted the Professor?
2. What had the rest of the world felt about Krakatoa?
3. What did the man say as to the Professor's future? Why?
4. What was so unusual and funny about their trip through the jungle?
5. What was different about the center of the island? Why?
6. When they came close to the mountain, Mr. F did some explaining to the Professor. About what, and why?
7. Describe the mountain's rumblings and the Professor's reaction.
8. What was unusual about the room they went into?
9. Have you any ideas about why they wanted their island to remain unknown? Describe them.
10. How was the Professor destined to land on the island?
11. Describe the motivation for keeping the diamonds a secret and how they keep themselves supplied.
12. Discuss people's honesty and wealth and how the two sometimes cause problems.

Chapter VI (pp. 76-93): "The Gourmet Government"

1. Explain what you think the motto "Non Nova, Sed Nove"--"Not New Things, but New Ways" means.
2. How would you distinguish the differences between the foundation on your home and that of those on Krakatoa?
3. Much of Mr. F's house was completed in the French style of architecture. Collect some data and write a short essay explaining more facts that make French architecture unique.

4. How was Mr. M lucky in a number of ways?
5. What two things did each family have to have in order to be selected to go to Krakatoa? Why?
6. Explain why the first year on the island was "horrible".
7. How did the diamonds get evened out finally?
8. Explain the unusual aspects of the Krakatoan Constitution.
9. What do the people's names stand for?
10. How do the Krakatoans make sure their secret will be kept?
11. What was Professor Sherman's place going to be on the island?
12. React to this place--do you think it could really work this way? Why or why not?

Chapter VII (pp. 95-111): "The Moroccan House of Marvels"

1. Professor Sherman's question on Page 95 is a good one--since the people work only one day out of twenty, are they bored, or do they have something to keep them busy? Reread Mr. F's answer and analyze it. Discuss in a short essay why you think that idea (Mr. F's) is good or bad and why. Would it work in reality? What might be some problems with it?
2. Select one of the inventions in Mr. M's house that interests you and describe it. Tell why you chose it, and if you would like to have it at your house and why.
3. Seeing the Krakatoans' inventiveness in action in this chapter, become an inventor yourself. Illustrate and describe an invention that you would like to have at your house.
4. From what you know of Krakatoa so far, decide if you would have liked to have been a member of one of the twenty families. Tell why you feel the way you do.

Chapter VIII (11. 113-133): "Airy Go Round"

1. Why do you suppose Professor Sherman called the Intermission?
2. How had the Balloon Merry -go-Roung come to be?
3. Why didn't the Professor admit he was a teacher?
4. Describe why a Krakatoan amusement park would be different from a normal amusement park.
5. Describe the Balloon Merry-go-Round as Professor Sherman first saw it.
6. Professor Sherman accepted with some trepidation. What did he mean?
7. How would you say the organization of the Krakatoan children was different than if we tried a similar project with 40 children from our trail?
8. Describe the trip up the pole and to its conclusion. How would you have liked it? How did the Professor like it?
9. How was the Professor liking Krakatoa? How does it compare with his life in San Francisco?

Chapter IX (pp. 135-153): "Concerning the Giant Balloon Life Raft"

1. What was the Professor's and the children's reaction to the Day C menu?
2. Describe what was unique about swimming off of Krakatoa.

3. Using your outline map, trace the Professor's voyage from San Francisco to Krakatoa as he described it.
4. Why aren't the Krakatoans worried about the Balloon Merry-go-Round being seen from Java or Summatra? Do you feel their conclusions are valid? Why or why not?
5. How do you think you would feel living so close to the volcano, especially after what happened to them in 1877? Give reasons for your answer.
6. Look at Mr. F's reasoning for staying on pages 140-142. Why do you think they stay?
7. Describe their invention to save their lives. Does it sound reasonable or unreasonable? Give reasons for your answers.
8. How would you feel in Professor Sherman's place knowing you didn't have a parachute and everyone else did?

Chapter X (pp.154-1): "What Goes Up Must Come Down"

1. Can you explain why Mr. F wanted to know about San Francisco?
2. How did Professor Sherman almost let on he was a teacher?
3. How did the Professor feel about his presentation for the Krakatoans?
4. Was the people's reaction to the volcano as you expected? Why or why not?
5. What seemed out of character for the Krakatoans on the platform? Why?
6. How did the explosion and destruction of Krakatoa affect them?
7. What provisions did they make for Professor Sherman? If you had been a Krakatoan, how would you have felt about this?
8. Describe the family parachutes. What is unique about them?
9. What made the Professor's final landing so difficult?
10. What do you think of the Professor's plan for the next year? Would you have done the same?

SUGGESTED READABILITY

Title	Author	Level
Abel's Island	William Steig	6.0
Adventures of Huckleberry Finn, The	Mark Twain	5.9
Alice in Wonderland	Lewis Carroll	5.0
Black Pearl, The	Scott O'Dell	
Black Stallion, The	Walter Farley	4.0
Book of Three, The	Lloyd Alexander	5.5
Boy Who Could Make Himself Disappear, The	Kin Platt	5.0
Bridge to Terebithia, A	Katherine Paterson	4.0
Call of the Wild, The	Jack London	6.0
Danny Champion of the World	Roald Dahl	6.0
Day No Pigs Would Die, A	Robert Newton Peck	5.0
Door in the Wall, The	Marguerite DeAngeli	6.0
Endless Steppe, The	Esther Hautzig	6.0
Enormous Egg, The	Oliver Butterworth	5.7
Fellowship of the Ring	J.R.R. Tolkien	10.0
From the Mixed Up Files of Mrs. Basil E. Frankweiler	E.L. Konigsburg	5.6
Great Gilly Hopkins, The	Katherine Patterson	5.0
Gulliver's Stories	Dolch, Dolch, Jackson	4.0
High King, The	Lloyd Alexander	8.1
Island of the Blue Dolphins	Scott O'Dell	5.5
Jacob I Have Loved	Katherine Paterson	
Just a Dog	Helen Griffiths	5.0
King's Fifth, The	Scott O'Dell	5.4
Liza	Elisabeth Lansing	
Mrs. Frisby and the Rats of NIMH	Robert O'Brien	6.0
My Side of the Mountain	Jean George	6.0
Old Yeller	Fred Gipson	7.0
Phantom Tollbooth, The	Norton Juster	5.0
Pushcart War, The	Jean Merrill	6.7
Return of the King	J.R.R. Tolkien	10.0
Sing Down the Moon	Scott O'Dell	5.3
Summer of the Swans, The	Betsy Byars	6.0
Taran Wanderer	Lloyd Alexander	6.6
Thanksgiving Treasure, The	Gail Rock	
21 Balloons, The	William Pene duBois	7.6
Two Towers, The	J.R.R. Tolkien	10.0
White Mountains, The	John Christopher	5.0
Witch of Blackbird Pond, The	Elizabeth George Speare	6.1
Words By Heart	Cnida Sebestyen	6.0
Wrinkle in Time, A	Madeleine L'Engle	5.8
Z for Zachariah	Robert C. O'Brien	9.0